



How to help at home: Year 1

Email: admin@ashdene.cheshire.sch.uk

Website: www.ashdeneschool.net

Headteacher: Mrs Collette Mather

Maths

Ensuring the children are able to count fluently and understand the value of the numbers is essential. We start every lesson by counting. We count forwards and backwards in 1s, 2s, 5s and 10s. Recognising the value of numbers is essential for the children to be able to make progress. They need to understand the place value of numbers (35 is 3 tens and 5 ones.)

Tips & strategies:

Counting, counting and more counting! This will really secure your child's number fluency and support them with their understanding of place value.

Counting 'games'/tips

- Climbing the stairs to bed – count in 1s, 2s, 5s, 10s
- How many steps do we walk on the way to school?
- Pick a number between 1-100 and count forwards and backwards in 1s

Numbers in our world

Look out for numbers wherever you can and discuss the digits with your child e.g. number 23 on your road (or any other house or car). Ask your child 'what is that number?' or 'how do you know?' and encourage them to tell you the value of the digits e.g. *the 2 digit is 2 tens (20) and there's 3 ones – so the number is 2 tens and 3 more – 23!*

Children knowing their number bond facts is also very important as these are needed in order for children to be successful in many areas of the math's curriculum. Our aim in Year 1 is to ensure children know all number bonds to 10 as fluently as possible. Number bonds to 10 are pairs of numbers that when added together give the number 10. Number bonds are sometimes called number pairs or number partners too. For an extra challenge, extend to number bonds to 20.

Games:

Counting Skips – who can skip/ hop for the longest

I am thinking of a number game 'I am thinking of a number, it is greater than 9 and less than 11, what is my number?'

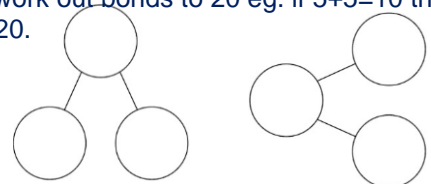
Ping pong counting: Agree on what kind of voice you are going to do to count e.g. mouse, robot, whisper or giant voice. You can do this game counting in 2s, 5s, or 10s. Once you get to a certain number, start to count backwards.

Bingo: Use number bonds to 20. Ask your child to write 6 numbers down. Then you say a number. If they have the number bond to 20 they can cross it off.

Number bonds to 10/20

Use a part whole model and objects to explore different ways you can make 10 or 20. You could make this more challenging by:

- Asking children to fill in the missing gap, for example $9 + \dots = 20$
- Rotate the part whole model onto its side.
- Write the number sentence to show a number bond.
- The children can use their knowledge of bonds to 10 to work out bonds to 20 eg. if $5+5=10$ then $15+5=20$.





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Mental Fluency

Throughout the year, your child will focus on different mental mathematical strategies. Please continue to support this by giving your child different calculations and asking them which strategy they would use and why in order to solve it. Below are some examples of addition strategies we look at. To see other strategies please refer to our curriculum document on the school website.

<p>MA1: Manipulate Calculation</p> $16 + 9 = 25$ <p>Source of Number Primary School</p>	<p>MA2: Round & Adjust</p> $45 + 9 = 54$ $45 + 10 - 1 =$ $55 - 1 = 54$ <p>Source of Number Primary School</p>	<p>MA3: Partitioning</p> $8 + 6 = 14$ <p>Source of Number Primary School</p>	<p>MA4a: Counting On</p> $12 + 5 = 17$ <p>Source of Number Primary School</p>																					
<p>MA4b: Counting On</p> $57 + 10 = 67$ <p>Source of Number Primary School</p>	<p>MA5: Double & Adjust</p> $5 + 6 = 11$ $5 + 5 + 1 =$ $10 + 1 = 11$ <p>Source of Number Primary School</p>	<p>MA6: Number Bonds</p> <p>Learn Bonds</p> <table border="0"> <tbody> <tr><td>0 + ●●●●●●●●●● = 10</td><td>0 + 10 = 10</td></tr> <tr><td>1 ● + ●●●●●●●● = 10</td><td>1 + 9 = 10</td></tr> <tr><td>2 ●● + ●●●●●●● = 10</td><td>2 + 8 = 10</td></tr> <tr><td>3 ●●● + ●●●●●● = 10</td><td>3 + 7 = 10</td></tr> <tr><td>4 ●●●● + ●●●●● = 10</td><td>4 + 6 = 10</td></tr> <tr><td>5 ●●●●● + ●●●● = 10</td><td>5 + 5 = 10</td></tr> <tr><td>6 ●●●●●● + ●●● = 10</td><td>6 + 4 = 10</td></tr> <tr><td>7 ●●●●●●● + ●● = 10</td><td>7 + 3 = 10</td></tr> <tr><td>8 ●●●●●●●● + ● = 10</td><td>8 + 2 = 10</td></tr> <tr><td>9 ●●●●●●●●● + ● = 10</td><td>9 + 1 = 10</td></tr> <tr><td>10 ●●●●●●●●●● + ● = 10</td><td>10 + 0 = 10</td></tr> </tbody> </table> <p>Source of Number Primary School</p>	0 + ●●●●●●●●●● = 10	0 + 10 = 10	1 ● + ●●●●●●●● = 10	1 + 9 = 10	2 ●● + ●●●●●●● = 10	2 + 8 = 10	3 ●●● + ●●●●●● = 10	3 + 7 = 10	4 ●●●● + ●●●●● = 10	4 + 6 = 10	5 ●●●●● + ●●●● = 10	5 + 5 = 10	6 ●●●●●● + ●●● = 10	6 + 4 = 10	7 ●●●●●●● + ●● = 10	7 + 3 = 10	8 ●●●●●●●● + ● = 10	8 + 2 = 10	9 ●●●●●●●●● + ● = 10	9 + 1 = 10	10 ●●●●●●●●●● + ● = 10	10 + 0 = 10
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Some useful Maths Websites:

<https://numbots.com/> - every child has a login to this and it can be found inside their spelling book.

<https://www.topmarks.co.uk/>

A website full of interactive games that the children love to do.

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8/year/zjpqqp3>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>



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Spelling

The children need to be able to spell all of the Year 1 High Frequency words and apply these spellings in their work. A copy of these words was put in every spelling book. Encouraging the children to use these words on a regular basis will really help.

Tips & Strategies:

- LOOK, SAY, COVER, WRITE, CHECK
- Pyramid words (build words up a letter at a time e.g. if spelling the word cat:

c
c a
c a t
- Rainbow words (using colours to help spell can make parts of words memorable. Children can write words in different colours or choose one colour and then go over the words repeatedly with other colours).
- Create a mnemonic (for example to help remember 'ould' in 'could' – **o**h **y**ou **l**ucky **d**uck)
- Parents complete a spelling test and the children mark it.

Phonics:

The children have covered all sounds now and we are revising Phase 5. Practicing spelling words with these sounds at home would be useful.

The phonics book they bring home each Friday links to the sound they have been learning the previous week and that we have been focusing on in guided reading.

On www.activelearnprimary.co.uk your child can access books and games that have been assigned to them.

The Phase 3 and Phase 5 sound mats can be found at the bottom of this document.

Kinesthetic practice

Practice spelling their weekly words in a tray of sand, on fabrics or in a tray of foam.

Creative practice

Practice writing words from their spelling list using different coloured pens and writing them in different creative ways e.g. fancy swirls, rainbow, big, small, etc. Try painting your spelling words!

Silly sentences

Practice writing silly sentences that make sense using words from their spelling list.

Anagrams

Using the spelling list write a word using a small piece of paper e.g. post-it– write each letter of a word on a post-it note and ask your child to order the letters to create a word. Can they then use that word in a sentence?

Hangman

Try to figure out your partner's word by guessing letters. Each incorrect letter is part of the drawing. Guess the word before the hangman is complete.

Mind reader

Pick a word from their spelling list and give them clues to help them guess what it is e.g. it has 4 letters,



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Writing, Grammar and Punctuation

What they need to know and some tips and strategies:

- Children need to be able to form letters accurately.
- Children need to be able to confidently verbalise their ideas for writing before being expected to take pencil to paper.
- Children need to be able to recount events in the past tense.
- Children need to be able to write simple sentences with a capital letter and full stop.
- Children should be able to recognise when words are missing from sentences and edit them accordingly – they are really good at spotting our mistakes!
- Children should be able to use noun phrases to describe e.g. The tall tree. Encourage your child to look out of the window and describe what they can see, hear... etc.
- Children should be able to join two simple sentences together with 'and'.

Websites

<https://www.onceuponapicture.co.uk/>

A lovely website full of inspiring images to help inspire minds and respond to thought provoking questions. This website is also wonderful for developing comprehension and can be used to develop oral skills.

<https://www.pobble365.com/>

As above, this website has a photograph for every day of the year and has so many fantastic resources to inspire children's writing and written responses.

<https://www.literacysshed.com/home.html>

An inspiring website full of short videos to inspire and engage. Each video comes with a selection of follow up questions and activities that are perfect for promoting a love of writing.

Games/ Activities

Write sentences on post-it notes and hide them around the house. Ask your child to find them and then put them into a sentence.

Write stories in homemade booklets.

Write some sentences with errors in and ask your child to correct it. For example, olive loved being a detective.



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Reading

Tips & Strategies:

- Read with the children as often as possible. This does not need to be the children reading all the time. It can be you reading to them and discussing books. Ensure that they understand new vocabulary and discuss possible options.
- Choose a special designated place to read. Somewhere it can just be you two reading together. It often helps having a chosen time when you will read the book from school.
- You don't need to read the entire book every night. Look at the 'comprehension skills' section before to find out some more!
- Reread the allocated book because this will enable them to develop fluency and build confidence and in turn enable them to enjoy reading. Even if they can read it first time, they might not necessarily use expression so the more confident they become with a book the more expression they will use.
- Ask the children to read the shopping list or price labels at the supermarket.
- Most importantly, avoid making reading a chore. Embed a feeling of excitement and relaxation around reading.

The children have reading for pleasure books and a Phonics Bug Club book. These should not be the only books that they are exposed to. They love listening to stories. Reading a wide range of books will really help them with their vocabulary choices and language use in their written work.

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Phase 3

Sound Mat

 j	 v	 w	 x	 y	 z	 zz	 qu	 ch
 sh	 th	 ng	 ai	 ee	 igh	 oa	 oo	 oo
 ar	 or	 ur	 er	 ow	 oi	 ear	 air	 ure



 Pearson

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Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips,
Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book,
Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure



Excellence: everyone, everywhere, every day

Phase 5

Sound Mat

wh	ph	ay	a-e	igh	ey	ei	ea	e-e	ie	ey	y	
ie	i-e	y	i	ow	o-e	o	oe	ew	ue	u-e	u	out
aw	au	al	ir	ear	ou	oy	ere	eer	are	ear	ch	
c(e)	c(i)	c(y)	sc	st(l)	se	se	g(e)	g(i)	g(y)	dge	le	mb
kn	gn	wr	tch	c(ial)	c(ian)	ss(ion)	t(ion)	ch	ea	s(ion)	s(ure)	s(ual)
(w)a	o											



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Whale, Dolphin, Toy, Grapes, Eight, Grey, Rein, Seal, Athlete, Shield, Monkey, Puppy, Tie, Bike, Fly, Child, Rainbow, Nose, Postbox, Toe, Screw, Blue, Future, Bush, Shout, Straw, Astronaut, Wall, Girl, Pearl, House, Boy, Sphere, Deer, Square, Beer, Anchor, Cement, Pencil, Cymbal, Scissors, Castle, Horse, Pause, Gem, Giraffe, Gym, Bridge, Candle, Comb, Knot, Gnome, Wrist, March, Special, Musician, Percussion, Station, Chef, Feather, Explosion, Treasure, Visaul, Swan, Skeleton